
Child Count Instruction Booklet

for December 3, 2001

CHILD COUNT



Linda McCulloch, Superintendent

Montana Office of Public Instruction

P.O. Box 202501

Helena, Montana 59620-2501

November 15, 2001

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Child Count – December 3, 2001

These are **ALL NEW** procedures for collecting and reporting child count data.

Please take a few minutes to go over the changes and review the instructions.

SIGNIFICANT CHANGES TO CHILD COUNT THIS YEAR

- ✓ **FTE for personnel** employed and contracted to provide special education and related services are no longer being reported through the child count program. This data collection now takes place through the Annual Data Collection process in October of each year.
- ✓ Students will no longer be reported and counted by the **legal entity of residence**. They will continue to be reported by the legal entity (school district) in which the school they are enrolled and attending is located; however, **students will be identified and counted by the school code of the school (school building) in which they are enrolled and attending.**
- ✓ The **legal entity of service** will no longer be collected.
- ✓ Child count will now be an **unduplicated count** of students with disabilities. The student will be reported only once regardless of the number of personnel providing services to the student.
- ✓ **School districts will report only students enrolled and attending a school within their district.** Students who are attending school out of state, in out-of-district placements, placed in residential treatment facilities, or placed in correctional facilities will not be reported by the school district.
- ✓ **Grade level** of each student with disabilities is now being collected. A student identified as "ungraded" will be considered as placed in the grade most closely matching the student's chronological age.
- ✓ **Students with disabilities, ages 3-5**, will be reported under the category of "Child with a Disability" (CW) only if the child study team has not identified another disability category as defined under ARM 10.16.3011 through 10.16.3022. **If another disability category has been identified, that category or categories must be reported.**
- ✓ Included in the child count shall be students that are enrolled by their parents in **private schools** and are receiving special education and related services by a school through a services plan as defined in 34 CFR 300.452 through 300.456 and ARM 10.16.3122. Students with services plans are considered to be enrolled in private or home schools, not in public schools.
- ✓ School districts that are members of a special education cooperative will **submit** their child count report to the cooperative. The cooperative will review the count to ensure all students are reported and submit the child count to the OPI.
- ✓ The **race/ethnicity code** of "Asian or Pacific Islander" has been broken into two codes - "Native Hawaiian or Pacific Islander" and "Asian." (See race/ethnicity definitions.)

General Information and Deadlines

Remember: This is an unduplicated count of students with disabilities who have a current IEP or services plan.

Reporting Agency/School

Students will be reported for child count purposes under the school in which they are enrolled.

"School" means school or school building where the student is enrolled and, in most cases, attending school.

In the packet of child count information every school district and reporting agency

will receive preprinted child count forms for every school within the district (if additional forms are needed for a school, please make copies).

The school district is responsible for making sure students are reported according to the school in which students are enrolled and, in most cases, attending.

This information will be preprinted on the form.

The diagram shows a form titled "SPECIAL EDUCATION DATA COLLECTION" with the subtitle "Child Count of December 3, 2001". Below the title, there are four fields: "Reporting Agency", "LE Code", "School", and "School Code". Arrows point from the "Reporting Agency" and "School" fields to boxes containing their definitions. The "Reporting Agency" box states: "Reporting Agency – the School District, Cooperative, or Reporting Agency responsible for submitting the data to the OPI." The "School" box states: "School – The school the student is enrolled in."

Private Day Treatment: If a student is placed according to the student's Individualized Education Program (IEP) in a private day-treatment program, then the student will be reported under the school the student would be attending if the student were attending a school in the district.

Preschool: If the student is in preschool, the student will be reported under the school the student will attend when the student begins attending school.

Residential Treatment Facility/State-Funded School: Students placed in a residential treatment facility or state-funded school will be reported by those facilities under the appropriate legal entity and school code of the facility. Public school districts **will not report** these students.

School Districts that are not Members of a Special Education Cooperative

Each school district is responsible for submitting the child count forms of all schools in its district. The Child Count packet that is sent out by the OPI will contain preprinted forms for each school

within the district. Districts may elect to fill out the forms for each school in the district, or each school may fill out the forms and return to the district for submittal to OPI.

School Districts that are Members of a Special Education Cooperative

Special education cooperatives will be responsible for submitting the child count forms of all their member school districts to

the OPI. If a member school district fills out its own child count forms **it must submit the forms to its cooperative.**

If you are submitting paper forms

You are encouraged to type the document. The form is designed for standard single spacing.

If you fill the form out by hand, please print legibly, using black ink. Please give thought to the fact that V and U look alike when printed, as do a host of other letter combinations. Neatness will be appreciated.

Mail completed forms or other correspondence to:

PAT REICHERT, DATA MANAGER
DIVISION OF SPECIAL EDUCATION
OFFICE OF PUBLIC INSTRUCTION
PO BOX 202501
HELENA, MT 59620-2501

Due Date: December 10, 2001

If you are submitting electronically

The Deadline for electronic submission is January 10, 2002.

Electronic submittal has been limited this year to those schools and cooperatives that submitted their data electronically last year. Those schools and cooperatives that registered for electronic submittal have already been provided information on the program.

For questions concerning electronic submittal, call 406-444-9444.

Please circulate these instructions to each person completing a child count form.

You may copy the instructions or request additional copies from Pat Reichert at (406) 444-4430.

OVERVIEW

Eligibility Criteria:

To be counted on the **IDEA Part B Child Count**, the district or agency must assure that on December 3, 2001, the date of child count, each student:

- **is enrolled** at an agency or school in a school district;
- **is between the ages of 3 and 22**;
- **is identified as a student with disabilities** according to the criteria established in the State Administrative Rules (ARM 10.16.3011 through 10.16.3022) --- child study team (CST) documentation must support the identification of the student as a student with disabilities; and
- **has a completed IEP and is receiving the special education and related services** identified on the IEP, on December 3, when the count is taken **or is a student enrolled in a private school and is receiving special education and related services from a school in the district through a services plan*** when the count is taken (see ARM 10.16.3122(3) and 34 CFR 300.452).

* Note: On the Child Count Form, when the "Services Plan" column is checked, the student listed is not considered "enrolled" in the school.

(Reference: 34 CFR 300.751-300.754)

Definition of Deaf-Blindness:

On-site visits to school districts have given us reason to believe that there are students who could be reported on the child count under the definition of deaf-blindness, but who are not so identified. If a student is identified as having deaf-blindness, additional services could be provided under Part C of IDEA '97 through the Office of Public Instruction. If you would be interested in more information, please call Francisco Román at (406) 444-4426.

The term "children with deaf-blindness" means children and youth having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that their educational needs cannot be appropriately addressed without special education and related services beyond those that would be provided for children with hearing impairments alone, visual impairments alone, or other severe disabilities.

INSTRUCTIONS FOR FILLING OUT THE CHILD COUNT FORM



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

SPECIAL EDUCATION DATA COLLECTION Child Count of December 3, 2001

DUE DATE: Paper Submission: 12/10/01
Electronic Submission: 1/10/02
(Electronic submission is limited – see instructions)

Reporting Agency _____ LE Code _____

Return to: Pat Reichert, Data Manager
PO Box 202501
Helena, MT 59620-2501
Phone: 406-444-4430

School _____ School Code _____

Student Information

Include all students for whom the school is providing special education and related services through an IEP or Services Plan

LINE NUMBER	INITIALS (no middle initials unless indicated, use "X")			BIRTH DATE (M.D., 02/02/78 or 02 02 78)			GENDER (M/F)	DUPLICATE OVERRIDE	GRADE (See Instructions)	RACE/ ETHNICITY CODES 01 Am. Ind./Alaska Native 02 Asian 03 Hispanic/Latino 04 Black/Afr. Am. (not Hispanic) 05 White (not Hispanic) 06 Native Hawaiian/Pacific Islander	SETTING OF SERVICE CODE	SERVICE PLAN (Private Ind)	DISABILITY List of Abbreviations		TRANSITION SERVICES (18 yrs & older)
	FIRST	MIDDLE	LAST	MONTH	DAY	YEAR							CD Cognitive Delay	OH Other Health Imp	
01														01 Instruction	
02														02 Employment	
03														03 Community Experiences/Adult Living	
04														04 Related Services	
05														05 No Transition Services	

Instructions for filling out each column are found below by column number

24															
25															
26															

Completed by: _____ Phone: _____

REMEMBER: This is an unduplicated count of students with disabilities who are receiving special education and related services in accordance with an IEP or services plan.

1 Line Number There are 26 lines per page.

2 Initials All **three** initials must be entered for each student. If in doubt, ask the student. If the student does not have a middle initial, use an "X" for the middle initial. (If you are typing the form, the initials may be entered either in upper or lower case – using lower case makes it unnecessary to take off caps lock to do numbers.)

3 Birth Date For child count purposes, age will be calculated this year on December 3, 2001. Please double-check this date to ensure accuracy.

4 Gender

M - Male
F - Female

5 Duplicate Override Check this box only in an instance in which there is more than one student being reported under the same school code with the same initials, birth date and gender. Twins or triplets of the same gender may fit this criterion.

6 Grade Enter the student's current grade by number or letter (e.g., kindergarten = "K," pre-first = "P1," first grade = "1," freshman = "9"). Students ages 3 and 4 are in pre-kindergarten and identified as grade "PK." If a student is in an ungraded program, enter the grade most closely matching the student's chronological age.

7 Race/Ethnicity Use one of the following codes to indicate the race/ethnicity of each student. Students can only be reported under one race/ethnicity category.

RACE/ETHNICITY, DEFINITIONS AND CODES

01	American Indian or Alaskan Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
02	Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines Islands, Thailand and Vietnam.
03	Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, regardless of race.
04	Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
05	White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
06	Native Hawaiian or Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

8 Setting of Service Code This data represents the setting in which the student with disabilities has been placed for educational services. All students with an IEP have a setting of service that falls within one of the categories listed on pages 7 (ages 6 – 22) and 8 (ages 3-5).

A helpful guide for determining the setting of service is the page in the IEP that provides the student's school day/class schedule and lists the special education and related services being provided to the student.

Please note that setting codes differ for students ages 6 through 22 (page 7) and students ages 3 through 5 (page 8).

SETTING OF SERVICE CODES FOR STUDENTS AGES 6-22

To calculate the percentage of time outside the regular classroom, divide the number of hours the student receives special education and related services outside the regular classroom by the *total number of hours in the school day*.

<u>CODE</u>	<u>NAME</u>	<u>SETTING DESCRIPTION</u>	<u>POSSIBLE EXAMPLES</u>
01	Regular Class	Special education OUTSIDE THE REGULAR CLASSROOM for less than 21 percent of the school day or week. In a 30-hour week, this translates to less than 6.3 hours per week in a special education and related services setting.	<ul style="list-style-type: none"> • Regular class with special education/related services provided within regular classes. • Regular class with special education/related services provided outside regular classes. • Regular class with special education services provided in resource rooms.
02	Part-time Special Education	Special education OUTSIDE THE REGULAR CLASSROOM for at least 21 percent, and less than 60 percent of the school day or week. In a 30-hour week, this translates to between 6.3 and 18 hours per week in a special education and related services setting.	<ul style="list-style-type: none"> • Resource room with special education/related services provided within the resource room. • Resource room with part-time instruction in a regular class.
03	Full-time Special Education	Special education OUTSIDE THE REGULAR CLASSROOM for more than 60 percent of the school day or week, but are educated on the regular school campus. In a 30-hour week, this translates to greater than 18 hours per week in a special education and related services setting.	<ul style="list-style-type: none"> • Self-contained special classrooms with part-time instruction in a regular class. • Self-contained special classroom full-time special education instruction on a regular school campus.
04	Public Separate Facility	Education programs, including special education and related services, in public separate day school facilities for greater than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Public day treatment centers. • Public day treatment centers for at least 50 percent of the school day and in regular school buildings for the remainder of the school day.
05	Private Separate Facility	Education programs, including special education and related services, in private separate day school facilities, at public expense, for greater than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Private day treatment centers. • Private day treatment centers for at least 50 percent of the school day and in regular school buildings for the remainder of the school day.
06	Public Residential Facility	Education programs, including special education and related services, in public residential facilities for greater than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Montana School for the Deaf and Blind
07	Private Residential Facility	Education programs, including special education and related services, in private residential facilities, at public expense, for more than 50 percent of the school day. In a 30-hour week, this translates to greater than 15 hours per week .	<ul style="list-style-type: none"> • Intermountain Children's Home • Shodair Treatment Center • Comprehensive Children's Services • Yellowstone Treatment Center
08	Homebound/ Hospital	Special and related services in homebound or hospital environment.	<ul style="list-style-type: none"> • Hospital programs. • Homebound programs.

SETTING OF SERVICES FOR STUDENTS AGES 3-5

<u>CODE</u>	<u>NAME</u>	<u>SETTING DESCRIPTION</u>	<u>POSSIBLE EXAMPLES</u>
11	Early Childhood Setting	All special education and related services are provided in educational programs designed primarily for students without disabilities. No services are provided in separate special education settings.	<ul style="list-style-type: none"> • Regular kindergarten classes • Public or private preschools • Head start centers • Child care facilities • Home/early childhood combinations • Preschool classes offered to eligible pre-kindergarten population by the public school
12	Early Childhood Special Education Setting	Special education and related services are provided in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings.	<ul style="list-style-type: none"> • Special education classrooms in regular school buildings • Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings • Special education classrooms in trailers or portables outside regular school buildings
13	Home	All special education and related services are provided in the principal residence of the child's family or caregivers.	
14	Part-Time Early Childhood/Part-time Early Childhood Special Education Setting	Multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and (2) special education and related services are provided in programs designed primarily for children with disabilities.	<ul style="list-style-type: none"> • Home/early childhood special education combinations • Head Start, child care, nursery school facilities, or other community-based settings with special education provided outside of the regular class • Regular kindergarten classes with special education provided outside of the regular class • Separate school/early childhood combinations • Residential facility/early childhood combinations
15	Residential Facility	Special education and related services are provided in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.	<ul style="list-style-type: none"> • Montana School for the Deaf and Blind
16	Separate School	Special education and related services are provided in educational programs in public or private day schools designed specifically for children with disabilities.	
17	Itinerant Service Outside the Home	Special education and related services are provided at a school, hospital facility on an outpatient basis, or other location for no more than 3 hours per week, and may be provided individually or in a small group of children.	<ul style="list-style-type: none"> • Speech instruction for up to 3 hours per week
18	Reverse Mainstream Setting	Special education and related services are provided in educational programs designed primarily for children with disabilities but include 50 percent or more children without disabilities.	

9 Services Plan (Private Schools)

If the special education and related services

being provided by the school are the result of a services plan that has been developed for a student

who attends school at a parochial/religious or other private school or home school, then this column should be checked.

Note: Checking the "Services Plan" column indicates that the student is not enrolled in the public school; however, the public school reporting the student is providing special education and/or related services through a services plan. For more information on services plans, see 34 CFR 300.452 through 300.456 and ARM 10.16.3122.

10 Disability Enter the two-letter code for each of a student's identified disabilities according to the student's Child Study Team report. For students with multiple disabilities, enter a disability code for each of the student's individual disabilities. There is no "Multiple Disabilities" designation listed.

Students with disabilities, ages 3 through 5, may continue to be reported under the category of "Child with a Disability" (CW) only when another disability category has not been identified on the Child Study Team report. **If the Child Study Team has determined a disability category or categories, as defined under ARM 10.16.3011 through 10.16.3022, those categories that have been identified shall be reported.**

DISABILITY CATEGORIES:

CD	Cognitive Delay	OH	Other Health Impairment
HI	Hearing Impairment	LD	Learning Disability
DE	Deafness	DB	Deaf-Blindness
SL	Speech/Language Impairment	CW	Child With A Disability
VI	Visual Impairment	AU	Autism
ED	Emotional Disturbance	TB	Traumatic Brain Injury
OI	Orthopedic Impairment		

11 Transition Services **DEFINITION:** Transition services means a coordinated set of activities for a student with a disability that is designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

This column must be completed for all students who are 16 years of age or older. Services may be provided to students younger than 16 years of age, if appropriate. **Use all codes listed below that apply.**

TRANSITION SERVICES CODES:

<u>CODE</u>	<u>DEFINITION</u>	<u>EXAMPLE</u>
01	Instruction	Academic/lifelong learning Learning strategies Study skills
02	Employment	Workplace readiness Occupation-specified skills Compensatory skills
03	Community Experience/ Adult Living	Self-determination Daily living/independent living skills Health & physical care Leisure/recreation skills Mobility Money management/budgeting Personal/social
04	Related Services	As it relates to transition
00	No Transition Services Needed	

For more information on transition services, please contact:

Martha Lehman, Transition Services Specialist
Division of Special Education
Office of Public Instruction
PO Box 202501, Helena, MT 59620-2501
Phone: 406-444-1579, E-mail: mlehman@state.mt.us

At the bottom of the form, provide the name and phone number of the person filling out the form. This will be the person the OPI will contact with questions about the information reported.

For more information, please contact:

Pat Reichert, Data Manager
Division of Special Education
PO Box 202501
Helena, MT 59620-2501
Phone: 406-444-4430, E-mail: preichert@state.mt.us